

**Program Description/Textbook or Print Instructional Material**

<b>Vendor</b>	Pearson Education, Inc., publishing as Pearson Scott Foresman
<b>Web URL</b>	www.scottforesman.com
<b>Title</b>	Silver Burdett Making Music Student Edition
<b>Author</b>	Beethoven, Palmer, et al
<b>Copyright Date</b>	2005
<b>ISBN</b>	0-382-36572-0
<b>Edition</b>	1st
<b>Course/Content Area</b>	Music
<b>Intended Grade or Level</b>	4
<b>Readability Level</b>	N/A
<b>List Price</b>	64.94
<b>Lowest Wholesale Price</b>	51.95

**The Kentucky Department of Education must receive a copy of the alternative format if the instructional material is placed on the State Multiple List.**

**Level of Accommodations** Level Three

If Level Two or Level Three, please provide rationale for not meeting Level One Compliance

Rationale See letter attached

**FEATURES****Disclaimer**

The features of each book or program were developed by the publisher and do not reflect the opinion of the State Review Team, State Textbook Commission, or of the Kentucky Department of Education.

**Content**

Silver Burdett Making Music was developed to meet the needs of all students in the state of Kentucky. The program reflects the philosophy of the National Standards for Arts Education.

**Student Experiences**

Each lesson provides opportunities for students' active involvement with music. Through the development of skills--including singing, playing instruments, moving, creating, reading, and listening--students learn the elements of music and connect to styles, cultures, and other disciplines. Student editions provide an extensive collection of song literature, with popular and contemporary songs, folk and traditional songs, multicultural songs, and seasonal and holiday songs. Each

the traditional song, traditional song, and seasonal and holiday songs. Each song is attractively presented on a white background to enhance readability.

## Assessment

Silver Burdett Making Music provides a variety of tools to help assess students' knowledge and skills. Assessment opportunities can be found in the student edition and in the Teacher Resource Book. Assessments include a variety of strategies and methods that encourage all students to be successful. Every lesson in the program incorporates both formal and informal assessments. Unit assessments in the student edition can be used to measure student progress across lessons that focus on core instruction. Also in the student edition, are ongoing assessments including Show What You Know!, Grades K-6 and Checkpoints, Grades 7-8.

## Organization

Silver Burdett Making Music, Grades K-6, has a balanced, two-part organization. Part 1, which comprises Unit 1-6 provides sequential instruction using elements, skills, and connections. In Part 2 of the K-6 program (Units 7-12) students' music knowledge and skills are increased through theme-based activities and lessons. In Grades 7-8, Silver Burdett Making Music features a modular organization that is designed around nine specific music topics.

## Resource Materials

**Audio CD Packages, Grades K, 1, 2, 3, 4, 5, 6, 7, 8;**

**Teacher's Resource Packages, Grades K, 1, 2, 3, 4, 5, 6, 7, 8**

Content Includes: Kentucky Teacher's Editions (with Kentucky CD), Grades K, 1, 2, 3, 4, 5, 6, 7, 8; Keyboard Accompaniments, Grades K, 1, 2, 3, 4, 5, 6, 7, 8; Resource Book, Grades K, 1, 2, 3, 4, 5, 6, 7, 8; Listening Map Transparency Package, Grades K, 1, 2, 3, 4, 5, 6, 7, 8; Binder with Tabs, Grades K, 1, 2, 3, 4, 5, 6, 7, 8

## Gratis Items to be provided and under what conditions -

**Free one per Teacher at ratio of 1:Big Book and Audio CD Package**

**purchased - Kentucky Teacher Resource Package, Grade K Free one per**

**Teacher at ratio of 1:25 Student Editions or Big Book Set and Audio CD**

**Package purchased - Kentucky Teacher Resource Package, Grades 1, 2**

**Free one per Teacher at ratio of 1:25 Student Editions and Audio CD**

**Package purchased - Kentucky Teacher Resource Package, Grades 3, 4, 5, 6, 7,**

**8; Free one per Building - Master Index and Correlations, Grades K-8; New**

**Activities for the Substitute Teacher Audio CD Package, Grades K-8; Kentucky**

**Audio CD, Grades K-8; Making Music with Movement and Dance, Grades K-8;**

**Making Music All Together Audio CD, Grades K-6; Bridges to Asia Audio CD**

**Package, Grades K-4, 5-8; ¡A cantar! Audio CD Package, Grades K-4, 5-8; Small**

**CD Player, Grades K-8**

**Choice of one of the following per Building - Music Magic Video Library**

**Packages, Grades 1, 2, 3, 4, 5, 6, 7, 8; OR Making Music with Technology**

**Packages, Grades 1, 2, 3, 4, 5, 6, 7, 8 OR Step into Music Complete Package,**

**Grade K; Three per Building: Choice of 3 of the following 8 items**

**Music for All Children Videotape Package, Grades K-6; Alfred's Essentials of**

**Music Theory CD-ROM Package, Vol. 1, Grades 4-8; Alfred's Essentials of**

**Music Theory CD-ROM Package, Vol. 1&2, Grades 4-8; Morton Subotnick's**

**Making Music CD-ROM Package Grades K-4; Morton Subotnick's Making More**

**Music CD-ROM, Grades K-6; Play Music CD-ROM, Grades K-8; PrintMusic!**

**CD-ROM Package, Grades K-8; Making Music DVD, Grades 1, 2, 3, 4, 5, 6, 7, 8**

## Available Ancillary Materials

Master Index & Correlations, Gr. K-8; New Activities for the Substitute Teacher Audio CD Package, Gr. K-8; Making Music with Movement and Dance, Gr. K-8;

Making Music All Together Audio CD-ROM, Gr. K-8; Bridges to Asia Audio CD Package, Gr. K-4, 5-8; ¡A cantar! Audio CD Package, Gr. K-4, 5-8; Music Magic Video - Arpeggio Meets the Brass Family, Gr. 1-3; Music magic Video Library Package, Gr. 1,2,3,4,5,6,7,8; Music for All Children Videotape Package, Gr. K-6; Alfred's Essentials of Music Theory CD-ROM Package, Volume 1, Gr. 4-8; Alfred's Essentials of Music Theory CD-ROM Package, Volume 2&3, Gr. 4-8; Morton Subotnick's Making Music CD-ROM Package, Gr. K-4; Morton Subotnick's Making More Music CD-ROM, Gr. K-6; Play Music CD-ROM, Gr. K-8; PrintMusic! CD-ROM Package, Gr. K-8

## Research Data and Evidence of Effectiveness

Disclaimer: The research data and evidence of effectiveness was provided by the publisher and does not reflect the opinion of the State Review Team, State Textbook Commission, or the Kentucky Department of Education

Note: Please complete this section by indicating the research data and evidence of effectiveness, or give a web site where the information is located. If there is no research data and evidence of effectiveness, please indicate "not available".

<b>Research Available</b>	Yes	If yes, provide information below.
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Silver Burdett Making Music incorporates the rich tradition and history of a company that has served the music education profession for almost 120 years. Because this experience has been merged with applications of the most recent research on learning in music, teachers safely rely on the curriculum, instructional models, and methods that comprise the program. The strong, empirical base of the program is strengthened by the considerable number of authors who are themselves researchers in music teaching and learning and have published works in their specific fields. Many of the authors have specialized in and researched areas such as curriculum design, perception, acquisition of music skills, and repertoire for music learning. Authors for Orff Process, Listening Maps, Signing, Child Voice, Adolescent Voice, and other specific areas, a Multicultural Advisory Panel, and a Teacher Advisory Panel also helped to shape Making Music.

Throughout the development of Silver Burdett Making Music, Pearson Scott Foresman conducted a number of market research studies. During various sessions held across the country, music teachers had the opportunity to review prototype lessons and features of the program and provide feedback to a non-employee, moderator. The data collected were carefully considered during the development of the program. In addition, music teachers were asked to complete song surveys at various national and regional music conferences to ensure the song selections in Silver Burdett Making Music are developmentally appropriate and appealing to students. Teachers indicated if they "would use" or "would not use" a particular song from a complete list of songs from the previous program as well as reviewing some additional songs that were being considered for the new program. Along with the data collected from the surveys, the complete list of songs included in MENC's Get America Singing...Again! Campaign and songs from the Core Knowledge Curriculum were considered for inclusion in the program.

Disclaimer: Comments on the strengths and/or weaknesses of each book, material or program were written by members of the State Textbook/Instructional Materials Review Team and reflect their opinions. They do not reflect the opinions of the State Textbook Commission nor the Kentucky Department of Education. In addition, the State Textbook/ Instructional Materials Review Team completed each evaluation form during the week of July19-23, 2004. In order to maintain the integrity of the of the review team's comments, editing was limited to spelling and punctuation.

<b>Title</b>	<b>Silver Burdett Making Music Student Edition - Grade 4</b>		
<b>Publisher</b>	'Pearson Education Inc., publishing as Pearson Scott Foresman		
<b>Item Evaluated</b>	Student Edition		
<b>Content Level</b>	Grade 4	<b>Copyright Date</b>	2005
<b>ISBN</b>	0-382-36572-00-382-36572-0	<b>Date of Evaluation</b>	7-22-2004

**Recommended YES**

Publisher's Explanation of Reviewer's Comments:

**Technology Strengths**

Website for teachers and students seems useful, although I was unable to access it because I had not officially purchased this set.

**Technology Weaknesses**

**Instruction & Assessment Strengths**

Assessments at the end of each unit are relevant and comprehensive.

**Instruction & Assessment Weaknesses**

**Organization & Structure Strengths**

Logical progression of lessons in each unit.

**Organization & Structure Weaknesses**

**Resource Materials Strengths**

Reproducible contain assessments, graphic organizers, reading worksheets, and many more valuable teaching resources.

**Resource Materials Weaknesses**

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time

Technology Comments	
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**Equipment**

Windows	No	Macintosh	No	CD ROM	False	Sound	No
Equipment Other							

**Grade Level**

Primary	No	Intermediate	No	Middle	No	High	No
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**Audience**

Individual	No	Small Group	No	Large Group	No
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**Format**

Stand Alone/Independent	No	Integrated	No	Supplemental	No
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**Cost**

Single Copy		School Version	
Network Version		Online	
Site License		Lab Pack	

**Type of Software**

Simulation	No	Tutorial	No	Critical Thinking	No
Management	No	Exploratory	No	Utility	No
Interdisciplinary	No	Creativity	No	Type of Software -	
Problem Solving	No	Drill and Practice	No	Other	

**Management**

	Allows customizing for individual learning needs
	Allows Students to exit and resume later
	Keeps student's performance record, where needed
	Allows control of various aspects of software (sound)
	Allows printed reports

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time

**Presentation/Interface**

	Presents material in organized manner
	Consistent, easy-to-use, on-screen instructions
	Developmentally correct presentation/ format
	Adapts to different learning styles/multiple intelligences
	Accessible for special needs students
	Runs smoothly, without long delays
	Easy-to-view text and graphics
	Easy-to-hear and understand sounds
	Avoids unnecessary screens, sounds, and graphics
	Provides immediate, appropriate feedback
	Presentation/Interface Comments

<i>Rating</i>	<i>Strength</i>	<i>Weakness</i>
<b>Identifies a Sense of Purpose</b>		
4		
<b>Provides Guiding Questions and Instructional Objectives</b>		
3		
<b>Develops and Builds on Student Ideas</b>		
4		
<b>Encourages student to become an independent learner (performer, creator, speaker)</b>		
4	Performance, composition, and other opportunities for student independence.	
<b>Assesses Student Progress – Commonwealth Accountability Testing System (CATS) “like” Assessment is provided. Variety of Assessments (diagnostic, formative, Summative, open response, multiple choice, individual, small group, oral demonstrations, presentations, portfolio prompts) is included, Performance assessment opportunities are also included.</b>		
3		Assessments are not CATS like, but are effective.
<b>Enhances the Learning Environment</b>		
4		
<b>Reading level appropriate for interest and ability level of intended student group; level remains consistent throughout</b>		
4		

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time

<i>Rating</i>	<i>Strength</i>	<i>Weakness</i>
<b>Includes activities and opportunities for integration of technology</b>		
4	Website available for teachers and students.	
<b>Reflects research-based practices (e.g. hands-on activities, technology, problem-solving situations) engaging students and promoting student thinking</b>		
4	Many opportunities for higher order thinking.	
<b>Is aligned to the Program of Studies and Core Content for Assessment</b>		
3	Uses the term timbre instead of tone color (makes reference to tone color in definition). Pretty well aligned with Core Content for Assessment.	No direct connection to Core Content for Assessment or Program of Studies.
<b>Includes opportunities for writing (reviews / personal response / reflection)</b>		
3	Journal, reflective, and other writing opportunities in series.	Although some could be used as portfolio pieces (if further developed), actual portfolio prompts would be nice.
<b>Music Elements-Rhythm, Tempo, Melody, Harmony, Form, Music Literacy - Notation, Terminology, Symbols, Timbre,:</b>		
3	Well addressed	Teaches "Expression" as an element which includes tempo and dynamics. Teaches texture and harmony synonymously.
<b>Music Literacy - Notation, Terminology, Symbols:</b>		
3	Strong in notation and symbols	Teaches "Expression" as an element which includes tempo and dynamics. Teaches texture and harmony synonymously.
<b>Purpose of Music:</b>		
1		If addressed, it is well hidden.
<b>Musical Styles (genre):</b>		
4	Many styles are presented in print and in audio CD form.	Not enough of the traditional American styles.

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time

<b>Music in Different Cultures:</b>		
4	Cultural diversity is extremely well addressed.	Not enough American culture and some of the traditional work songs.
<b>Music Historical Style Periods:</b>		
2	Baroque and Romantic are addressed fairly well.	There is one Renaissance piece and no Medieval material. Classical and Twentieth Century are minimally addressed. Found no
<b>Effect of Time, Place, Personality, Belief Systems on Music:</b>		
3		Historical periods are unequally presented. However, some are better represented than others. See above.
<b>Careers Music:</b>		
3	Through biographies, artists/illustrators, composers/arrangers, conductors, lyricists, performers, poets and writers are represented.	Performers are heavily represented with composers a close second. However, there is only one conductor and one lyricist presented; four artists/illustrators and only two poets/writers.
<b>Opportunities for Performance (may include site singing/playing):</b>		
4	Extremely diverse opportunities of performing.	
<b>Connection to Other Art Forms:</b>		
3	Visual arts are well represented. Dance, body percussion and interpretive movement are a strength.	Theater and film is somewhat limited.

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time



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<b>Title</b>	<b>Silver Burdett Making Music Student Edition - Grade 4 (1)</b>		
<b>Publisher</b>	'Pearson Education Inc., publishing as Pearson Scott Foresman		
<b>Item Evaluated</b>	Student Text		
<b>Content Level</b>	Grade 4	<b>Copyright Date</b>	2005
<b>ISBN</b>	0-382-36572-00-382-36572-0	<b>Date of Evaluation</b>	July 21, 2005

**Recommended YES**

Publisher's Explanation of Reviewer's Comments:

#### Technology Strengths

Well-referenced and indexed audio CDs of good quality. CD-ROMs available and some come gratis.

#### Instruction & Assessment Strengths

Commanding assessments. Assumes prior mastery of K-3 material of this series.

#### Organization & Structure Strengths

Well-organized, easily followed with good visuals. The element, skill and connection are at the top of each lesson to help focus the learning experience.

#### Resource Materials Strengths

Keyboard accompaniments and listening map transparencies available. Teacher edition is very well organized and easy to follow. Lesson plans easily written from them. Resource book includes pronunciation guides, assessments, graphic organizers, music reading worksheets.

#### Technology Weaknesses

Took about an hour to load Alfred Publishing's, Essentials of Music, Vol. 1. However, good graphics and sound quality on the Alfred's CD. Videos need updating. Hair styles and dress is way outdated. Turns students off.

#### Instruction & Assessment Weaknesses

Concerns with accuracy. Teaches "expression" as an element with tempo and dynamics being subcategories of it. Harmony and texture are treated as one element.

#### Organization & Structure Weaknesses

Assumes prior knowledge way too often.

#### Resource Materials Weaknesses

Keyboard accompaniments use expressive terms rather than Italian terms for tempo.

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time

Technology Comments	
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**Equipment**

Windows	Yes	Macintosh	Yes	CD ROM	True/True	Sound	Yes
Equipment Other							

**Grade Level**

Primary	No	Intermediate	Yes	Middle	No	High	No
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**Audience**

Individual	Yes	Small Group	Yes	Large Group	Yes
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**Format**

Stand Alone/Independent	Yes	Integrated	Yes	Supplemental	Yes
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**Cost**

Single Copy	Gratis	School Version	
Network Version		Online	
Site License		Lab Pack	

**Type of Software**

Simulation	No	Tutorial	Yes	Critical Thinking	No
Management	No	Exploratory	No	Utility	No
Interdisciplinary	No	Creativity	No	Type of Software -	
Problem Solving	No	Drill and Practice	Yes	Other	

**Management**

	Allows customizing for individual learning needs
	Allows Students to exit and resume later
3	Keeps student's performance record, where needed
3	Allows control of various aspects of software (sound)
	Allows printed reports

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time

**Presentation/Interface**

<b>4</b>	Presents material in organized manner
<b>3</b>	Consistent, easy-to-use, on-screen instructions
<b>4</b>	Developmentally correct presentation/ format
<b>3</b>	Adapts to different learning styles/multiple intelligences
<b>2</b>	Accessible for special needs students
<b>0</b>	Runs smoothly, without long delays
<b>4</b>	Easy-to-view text and graphics
<b>4</b>	Easy-to-hear and understand sounds
<b>4</b>	Avoids unnecessary screens, sounds, and graphics
<b>4</b>	Provides immediate, appropriate feedback
	Presentation/Interface Comments

<i>Rating</i>	<i>Strength</i>	<i>Weakness</i>
<b>Identifies a Sense of Purpose</b>		
1		Could not find direct reference or teaching of the purpose of music.
<b>Provides Guiding Questions and Instructional Objectives</b>		
4		Could not find direct reference or teaching of the purpose of music.
<b>Develops and Builds on Student Ideas</b>		
1		Could not find. If there, well-hidden.
<b>Encourages student to become an independent learner (performer, creator, speaker)</b>		
4	Multiple and diverse opportunities for students to perform, create and speak.	Multiple and diverse opportunities present but way advanced of most 4th graders. Assumes prior knowledge and mastery of this K-3 series.
<b>Assesses Student Progress – Commonwealth Accountability Testing System (CATS) “like” Assessment is provided. Variety of Assessments (diagnostic, formative, Summative, open response, multiple choice, individual, small group, oral demonstrations, presentations, portfolio prompts) is included, Performance assessment opportunities are also included.</b>		
4	Multiple and diverse strategies and assessments presented as well as performance assessment opportunities available.	Again, assumes prior mastery of the K-3 series and is well advanced of most 4th graders.

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time

<b>Enhances the Learning Environment</b>		
4	Visuals, organizations, audio CDs are terrific enhancements to the learning environment.	Videos are so outdated they will turn off most 4th graders before any content could be presented.
<b>Reading level appropriate for interest and ability level of intended student group; level remains consistent throughout</b>		
4	Very consistent throughout.	Too high for most KY 4th graders.
<b>Includes activities and opportunities for integration of technology</b>		
4	Many internet and CD-Rom experiences available.	
<b>Reflects research-based practices (e.g. hands-on activities, technology, problem-solving situations) engaging students and promoting student thinking</b>		
3	CD's Essentials of Music CD-ROMs are very good once they are loaded. It took almost an hour to load one of them. The Unit lessons are graphically interesting and the sound reproduction is accurate. They are interactive and move smoothly.	Very diverse in this area.  Some technology is limited due to time constraints in the classroom.
<b>Is aligned to the Program of Studies and Core Content for Assessment</b>		
3	Well aligned with most content.	Some content not appropriately placed. Some should be in middle level texts.
<b>Includes opportunities for writing (reviews / personal response / reflection)</b>		
3	Students keep a music journal.	Not used as often as I would like to see.
<b>Music Elements-Rhythm, Tempo, Melody, Harmony, Form, Music Literacy - Notation, Terminology, Symbols, Timbre,:</b>		
4	Identified throughout book. Logical progression.	
<b>Music Literacy - Notation, Terminology, Symbols:</b>		
4		
<b>Purpose of Music:</b>		
3		

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time

<b>Musical Styles (genre):</b>		
4		
<b>Music in Different Cultures:</b>		
4	An abundance of cultures represented.	
<b>Music Historical Style Periods:</b>		
3	Some period composers presented. A lot of emphasis is on countries though.	
<b>Effect of Time, Place, Personality, Belief Systems on Music:</b>		
1		This is the one area where this series lacks.
<b>Careers Music:</b>		
2	Contains many different composers and performers.	Does not have direct careers in music section.
<b>Opportunities for Performance (may include site singing/playing):</b>		
4	An abundance of performance opportunities.	
<b>Connection to Other Art Forms:</b>		
4	Connections to language arts, dance, and art.	

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time